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ABSTRACT

Our thinking and institutions must be channeled to meet new challenges created by changes in communications, the international scene, science and technology, and emotional and social behavior. Ten trends are identified in Higher Education from reduced growth rate to the realization that nontraditional education today will be the education of tomorrow, and institutions must consider the resulting problems of reaching clientele, and cost, financing, implementation, and development of maximum access, flexible educational programs. Adaption of the educational process to individual needs may be a solution. Public libraries and community colleges, the least traditionbound institutions, can facilitate life-long learning through cooperation. Libraries can serve clients, refer educationally advanced students to special courses, and community colleges can grant appropriate credit if necessary. Studies show a demand for expanding the library's role as learning facilitator. A new definition of public information service including extension of capabilities to serve life-long learners could provide the public library with a new relevancy. (Author/KP)

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COOPERATION AMONG UNLIKE INSTITUTIONS

FOR

TODAYS LEARNING FORCE

Carlton C. Rochell

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"MAN IS STILL EVOLVING AS EXPLOSIVELY AS EVER, AND WE ARE ACQUIRING A NEW VIEW OF HIS PLACE IN THE UNIVERSE, HIS NATURE, AND HIS DESTINY". (JOHN PLATT) IN THE STEP TO MAN, AUTHOR JOHN PLATT DISCUSSES OUR CHANGING WORLD. ALL OF US ARE ACCLIMATED TO THE IDEA THAT COMMUNICATIONS ARE CHANGING, THAT THE INTERNATIONAL POLITICAL SCENE IS CHANGING, THAT SCIENCE AND TECHNOLOGY ARE DEVELOPING AS NEVER BEFORE, BUT FOR SOME REASON WE TEND TO GO ON BELIEVING THAT HUMAN NATURE REMAINS THE SAME AND ALWAYS WILL. YET WE MUST REMIND OURSELVES OF THE EXTENSIVE EVIDENCE FROM HISTORY AS WELL AS FROM THE LABORATORIES TODAY- THAT SHOWS HOW EASILY HUMAN BEHAVIOR CAN BE FORMED AND MODIFIED. "I AM NOT", WROTE PLATT, "TALKING ABOUT CHANGES IN HUMAN KNOWLEDGE OR IN THE USE OF KNOWLEDGE TO CONTROL NATURE, WHICH EVERYONE KNOWS ABOUT, BUT ABOUT CHANGES IN EMOTIONAL REACTIONS AND SOCIAL BEHAVIOR THAT CHANGE THE KIND OF FRIENDS WE ARE AND THE KIND OF CITIES WE MAKE.

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I THINK WE MUST CONCLUDE THAT THE VARIABILITY OF HUMAN NATURE IS MUCH MORE REMARKABLE THAN ITS CONSTANCY. IT CAN BE SHAPED BY CIRCUMSTANCES AND CULTURE INTO ALMOST ANY FORM WE WISH. AND TODAY, LIKE EVERYTHING ELSE, IT IS CHANGING MORE RAPIDLY THAN ANYTHING ELSE." (PLATT, 1970 57) .

PLEASE DO NOT INFER FROM THIS OPENING THOUGHT THAT THE BASIC TENENT OF MY REMARKS IS THAT BEHAVIOR MODIFICATION IS THE APPROACH TO YOUR CONFERENCE THEME "LIVE AND LEARN". RATHER, FOLLOW ME IN INTERPRETING PLATT ON THE PHILOSOPHICAL LEVEL WITH AN EYE TOWARD BETTER USING AND ENJOYING LIFE IN OUR COMPLEX SYSTEM. WE ARE CHANGING, OUR WORLD AND ITS LIMITS ARE CHANGING; THE FIRST STEP TOWARD SURVIVAL IS RECOGNIZING CHANGE AND THE SECOND IS COPING WITH IT. COPING, NOT IN THE NEGATIVE SENSE OF BARELY MANAGING ON A DAILY BASIS, BUT IN A POSITIVE WAY BY CHANNELING OUR THINKING AND OUR INSTITUTIONS TO MEET NEW CHALLENGES.

MARGARET MEAD, THE DISTINGUISHED AMERICAN ANTHROPOLOGIST, DESCRIBED THE DIMENSIONS OF CHANGE WHILE DISCUSSING THE GENERATION GAP. "TODAY, SUDDENLY, BECAUSE ALL THE PEOPLES OF THE WORLD ARE

PART OF ONE ELECTRONICALLY BASED, INTERCOMMUNICATING NETWORK, YOUNG PEOPLE EVERYWHERE SHARE A KIND OF EXPERIENCE THAT NONE OF THE ELDERS EVER HAD OR EVER WILL HAVE. CONVERSELY, THE OLDER GENERATION WILL NEVER SEE REPEATED IN THE LIVES OF YOUNG PEOPLE THEIR OWN UNPRECEDENTED EXPERIENCE OF SEQUENTIALLY EMERGING CHANGE". (MEAD, L970, 64). ARCHIBALD MACLEISH ELABORATED FURTHER IN DISCUSSING THE CHANGING VALUES AND THE QUESTIONING OF ABSOLUTES BY YOUNG PEOPLE. HE REMARKED "THE RELEVANCE THESE STUDENTS SPEAK OF . . . IS THE RELEVANCE OF THEIR OWN LIVES, THE LIVING OF THEIR LIVES, TO THEMSELVES AS MEN AND WOMEN LIVING". (MACLEISH, 1960, 18).

BY NOW, YOU ARE PROBABLY THINKING, OKAY, ENTER CAPTAIN KIRK, COMMANDER OF THE U.S. STARSHIP ENTERPRISE, FOR SURELY KIRK AND MR. SPOCK ARE THE ONLY BEINGS WHO CAN ADDRESS THIS SITUATION. NOT SO SAYS A CHILD IN TENNESSEE'S PART OF APPALACHIA WHO, BY LIVING AND LEARNING, HAS ADOPTED THE NEW YORK CITY BIG APPLE PHILOSOPHY THAT ANYTHING IS POSSIBLE AND BOUND TO SUCCEED IF PROPERLY MARKETED.

I AM THAT CHILD/MAN OF MANY DIFFERENT ENVIRONMENTS AND POSSESS A FIRM BELIEF AND COMMITMENT THAT WE IN LIBRARIES AND COMMUNITY COLLEGES CAN AND MUST MAKE A DIFFERENCE. IT IS ON THE ONE HAND SAD AND ON THE OTHER TOTALLY ASTONISHING TO ME, WHEN I MEASURE MY OWN QUANTUM JUMP THROUGH HALF A LIFE AGAINST THAT OF MY CHILDREN. MINE INCLUDES BIRTH IN A LOG CABIN WITHOUT ELECTRICITY OR INDOOR PLUMBING TO AN APARTMENT IN GREENWICH VILLAGE. WHAT THAT SAME SPAN OF YEARS MAY HOLD FOR MY NINE YEAR OLD DAUGHTER, IS ANYBODY'S GUESS.

NO ONE CAN DOUBT PETER DRUCKER WHEN HE SAYS IN THE AGE OF DISCONTINUITY THAT WE ARE LIVING IN A KNOWLEDGE-BASED SOCIETY (DRUCKER, 1968). THE ASSERTION THAT THE TOTAL STORE OF HUMAN KNOWLEDGE NOW DOUBLES EVERY SEVEN YEARS DOES NOT NOW SEEM IMPOSSIBLE OR INCOMPREHENSIBLE. THIS STAGGERING GROWTH, COUPLED WITH OUR EVER INCREASING RELIANCE UPON IT, INDEED, IS WHERE THE MOST SIGNIFICANT IMPACT ON EDUCATION WAS BORN. THE TRADITIONAL WAYS OF TEACHING AND LEARNING ARE RAPIDLY, THOUGH NOT RAPIDLY ENOUGH, GIVING WAY TO EXPERIMENTS AIMED AT INCREASING THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS.

RETURNING AGAIN TO DRUCKER, IN ANOTHER AND MORE RECENT VOLUME, MANAGEMENT TASKS, RESPONSIBILITIES, PRACTICES, HE AUTHORS SIX POINTS TO WHICH SERVICE INSTITUTIONS MUST DISCIPLINE THEMSELVES TO ADHERE, IF PROGRAMS ARE TO ENJOY ANY MEASURE OF SUCCESS OR EFFECTIVENESS. THESE POINTS BRIEFLY DESCRIBED INCLUDE:

(1) THE NEED TO DEFINE WHAT OUR BUSINESS IS AND WHAT IT SHOULD BE. WE NEED TO BRING ALTERNATIVES OF DEFINITION INTO THE OPEN AND TO THINK THEM THROUGH CAREFULLY, PERHAPS EVEN TO WORK OUT THE BALANCE OF DIFFERENT AND CONFLICTING DEFINITIONS.

(2) WE NEED TO DERIVE CLEAR OBJECTIVES AND GOALS FROM OUR DEFINITION OF FUNCTION AND MISSION.

(3) WE HAVE TO THINK PRIORITIES OF CONCENTRATION WHICH ENABLE US TO SELECT TARGETS, SET STANDARDS OF ACCOMPLISHMENT AND PERFORMANCE, THAT IS, TO DEFINE MINIMUM ACCEPTABLE RESULTS.

(4) WE NEED TO DEFINE MEASUREMENTS OF PERFORMANCE.

(5) WE NEED TO USE THESE MEASUREMENTS TO FEED BACK ON EFFORTS, THAT IS, TO BUILD SELF-CONTROL FROM RESULTS INTO THE SYSTEM.

AND FINALLY,

(6) WE NEED AN ORGANIZED AUDIT OF OBJECTIVES AND RESULTS, SO AS

TO IDENTIFY THOSE OBJECTIVES THAT NO LONGER SERVE A PURPOSE OR HAVE PROVEN UNATTAINABLE. (DRUCKER, 1970, 158-159).

USING DRUCKER'S ADMONITION I HAVE CULLED TEN IDENTIFIABLE TRENDS AND EIGHT PROBLEMS FROM MY READINGS TO WHICH WE SHOULD PAY CLOSE ATTENTION AND AGAINST WHICH THE BALANCE OF THIS ADDRESS SHOULD BE INTERPRETED:

A. TRENDS IN HIGHER EDUCATION

(1) A REDUCED OR NO GROWTH RATE BECAUSE OF A DECLINING BIRTHRATE.

(2) CONTINUING FIXATION WITH NARROW AGE GROUPS (17-24) AND IN-RESIDENCE EDUCATION. "TIME, SPACE AND TRADITION BOUND".

(3) INCREASING PRESSURE FOR EDUCATIONAL DELIVERY SYSTEMS AT ALL LEVELS TO BE MORE ACCOUNTABLE IN TERMS OF EFFICIENCY AND EFFECTIVENESS.

(4) RESOURCES FOR EDUCATION WILL BE LIMITED IN THE FUTURE AS SOCIETY DIRECTS RESOURCES TO OTHER PROBLEMS SUCH AS POLLUTION AND ENERGY SHORTAGES.

(5) RELEVANCY AND GOALS OF EDUCATION ARE MUCH IN QUESTION. MANY NOW BELIEVE THAT CREDENTIALING PRACTICES ARE NOT RELATED TO NEEDS TO FUNCTION AS HUMAN BEINGS IN THIS TECHNOLOGICAL SOCIETY.

(6) PRESSURE IS INCREASING FOR TIME-SHORTENED EDUCATIONAL PROGRAMS AT THE SAME TIME THAT WE MUST EXPAND SERVICES TO MEET PEOPLE'S NEEDS FOR A LIFETIME.

(7) EXPERIMENTATION WITH NON-TRADITIONAL PROGRAMS, SUCH AS CLEP, CREDIT FOR EXPERIENCE PROGRAMS, EXTERNAL DEGREES, OPEN UNIVERSITIES, AND APPLICATION OF THE NEW EDUCATIONAL TECHNOLOGY TO ON AND OFF CAMPUS PROGRAMMING WILL INCREASE.

(8) GROWING RECOGNITION THAT EDUCATION AT ALL LEVELS SHOULD BE TIME VARIABLE, INDIVIDUALIZED, AND PERFORMANCE AND COMPETENCY BASED.

(9) LIFETIME, LEARNER-CENTERED AND ACCESSIBLE EDUCATION ON DEMAND IS BECOMING A GOAL.

(10) NON-TRADITIONAL EDUCATION TODAY WILL BE TRADITIONAL TOMORROW.

TO THESE TRENDS PLEASE ADD THESE PROBLEM QUESTIONS:

(1) SHOULD EDUCATIONAL INSTITUTIONS RETRENCH OR FIND WAYS TO GROW?

(2) DOES OUR SOCIETY REALLY WANT SYSTEMS OF EDUCATION WHICH PROMISE MAXIMUM ACCESS TO PEOPLE THROUGHOUT A LIFETIME?

(3) WILL INSTITUTIONS AT ALL LEVELS ADJUST TO REACH CLIENTELE NOT CURRENTLY BEING REACHED WITH PROGRAMS WHICH PROVIDE MAXIMUM ACCESS THROUGHOUT A LIFETIME.

(4) WHAT WOULD SUCH MAXIMUM ACCESS, MAXIMUM FLEXIBILITY COST?

(5) WHO WOULD PAY FOR IT?

(6) HOW WOULD MAXIMUM ACCESS, MAXIMUM FLEXIBILITY BE IMPLEMENTED?

(7) HOW LONG WOULD IT TAKE TO IMPLEMENT?

(8) WHO WOULD DIRECT THE DEVELOPMENT OF MAXIMUM ACCESS, MAXIMUM FLEXIBILITY SYSTEM?

THESE ITEMS BECOME REAL WHEN WE REALIZE THAT IT IS DIFFICULT TO GET EVEN TWO EDUCATORS OR TWO LIBRARIANS TO AGREE ON HOW WE MAY HELP THE LEARNING PROCESS. NEVERTHELESS, ADOPTION OF THE EDUACATIONAL PROCESS TO INDIVDUAL NEEDS, AND THE DEVELOPMENT OF "SELF-DIRECTION" MAY SERVE NOT ONLY AS A CURE BUT AS A PROCESS. AS HARVEY BRUDNER PUTS IT: "THERE ARE SEVERAL REASONS FOR REGARDING SELF-DIRECTED LEARNING TECHNIQUES AS AN UNDERLYING THEME FOR EDUCATIONAL REFORM. IN THE FIRST PLACE, A PRIMARY EDUCATIONAL GOAL IS TO PREPARE THE INDIVIDUAL TO SOLVE PROBLEMS INDEPENDENTLY AND TO RESPOND TO SITUATIONS WHICH HE ENCOUNTERS AS STUDENT, WORKER, FAMILY LEADER, COMMUNITY MEMBER, OR PRIVATE CITIZEN. ALSO, SELF DIRECTION ENABLES A PERSON TO LIVE IN ACCORDANCE WITH HIS PREFERENCE AND GOALS . . . "/ (SCIENCE, V. 162, PP. 970-176). 20 NOVEMBER 1968)

NOW I HAPPEN TO THINK THAT THE PUBLIC LIBRARY AND THE COMMUNITY COLLEGE ARE THE TWO LEAST TRADITION BOUND ELEMENTS IN OUR PANTHEON OF EDUCATION. THEY ARE MOST AMENABLE TO CHANGE AND LEAST FORBIDDING.

THUS, LIFE-LONG LEARNING MIGHT BEST BE DESIGNED AND FACILITATED THROUGH COOPERATIVE VENTURES OF THESE INSTITUTIONS.

WE ALL MIGHT AGREE THAT LIFE-LONG LEARNING IS SIMPLY LIVING AND LEARNING. AS BROAD AS THE SPECTRUM MAY BE, WE MUST, FOR THE PURPOSES OF THIS ADDRESS AND HOPEFULLY SOME PROGRESS WHICH MAY RESULT FROM IT, LIMIT AND DEFINE THE TOPIC. TO ME, NON-TRADITIONAL EDUCATION WAS BORN TO REACH THOSE IN OUR POPULATION WHO FALL OUTSIDE THE TRADITIONAL PATTERN OF FORMAL EDUCATIONAL STRUCTURES AND (2) HAVE A GENERAL DESIRE OR NEED TO ACQUIRE SOME NEW KNOWLEDGE OR SKILL. THE COMMISSION OF NON-TRADITIONAL STUDY REPORTS THAT THERE ARE 77% OF ADULT AMERICANS (AGED 18-60) WHO ARE INTERESTED IN LEARNING ABOUT SOME SUBJECTS OR PURSUING SOME SKILL, WHILE 31 PERCENT OF THAT POPULATION IS ENGAGED IN SOME FORM OF ADULT LEARNING.

AS INCREASING NUMBERS OF ADULTS SEEK OUT LEARNING EXPERIENCES AND AS INSTITUTIONS ON THE BROADER EDUCATIONAL SCENE ATTEMPT TO REDESIGN PROGRAMS TO RESPOND TO THEM, THE PUBLIC LIBRARY APPEARS A MOST LOGICAL INSTITUTION TO ATTEMPT TO "PULL TOGETHER THE PIECES OF THE EDUCATIONAL REVOLUTION" WHICH JOHN GARDNER ASSURES US ARE LYING ALL AROUND.

OVER THE PAST FEW YEARS, WE HAVE SEEN AN OUTPOURING OF RESEARCH CENTERED ON THE LEARNER AND HIS LIFE-LONG OPTIONS WHICH HAS NOT BEEN EQUALLED SINCE AN EARLIER DAY WHEN WE SUDDENLY DISCOVERED ADULT EDUCATION. FROM UNESCO, THE COMMISSION ON NON-TRADITIONAL STUDY, THE FEDERAL GOVERNMENT, DOZENS OF STATE GOVERNMENTS, TO FOUNDATIONS AND VARIOUS SPECIALIZED COMMISSIONS, THE PACE QUICKENS AS THE PRESSES ROLL.

WHAT WE HAVE LEARNED IS THAT THERE ARE 60 MILLION TO 110 MILLION WOULD-BE LEARNERS OUT THERE WHO ARE FRUSTRATED BY SPACE/TIME FLEXIBILITY, LACK OF FUNDS, LACK OF BABY SITTER. WE HAVE SOME GENERAL NOTION OF WHAT THEY ARE LIKE IN THAT THEY ARE AT THE AGE OF 32.9 YEARS, 32 PERCENT ARE OVER 40 AND ON THE AVERAGE THEY HAVE ATTAINED 1.3 YEARS OF COLLEGE.

OTHER THAN SEVERAL INCONVENIENCES WHICH ARE DELINEATED BY ADULTS, THERE ARE ADDITIONAL REASONS THAT THEY AND A HOST OF YOUNGER PEOPLE ARE STOPPING-OUT, DROPPINGOUT, OR SIMPLY QUITTING THE TRADITIONAL COLLEGES AND UNIVERSITIES. OUR LIFE STYLES ARE CHANGING, OUR SOCIETY IS EMBRACING THE CULTURES OF DIFFERENT ROOTS, YOUNG ADULTS ARE MATURING FASTER, OLDER PEOPLE ARE LIVING LONGER, HEALTHIER LIVES, THE

EDUCATION AND WORK WORLDS ARE NO LONGER CLEARLY DEFINED IN THE EYES OF THE CONSUMER OF EDUCATIONAL PRODUCTS, AND UNIVERSITIES DIE HARD, OR AT BEST, CHANGE SLOWLY. THUS, MANY PEOPLE SIMPLY ARE BYPASSING THE TRADITIONAL STRUCTURES AND SEARCHING FOR SOMETHING NEW.

THE EVIDENCE IS NOT ALL IN BUT ONE THING IS CERTAIN. IF YOU READ THE SEVERAL NATIONAL AND INTERNATIONAL REPORTS OF COMMISSIONS ON HIGHER EDUCATION, YOU BECOME CONVINCED THAT THE TRADITIONAL UNIVERSITY WHICH "IMPLACABLY REPRODUCES THE QUIRKS OF PRECEEDING GENERATIONS" THROUGH A BARONIAL MODEL FROM THE MIDDLE AGES, IS NOT THE ANSWER. WHERE I START TO WAVER IN MY CONVICTIONS, IS WHEN I TRY TO DECIDE WHAT WE SHOULD SUBSTITUTE FOR IT.

ONE NEED NOT BE A SEER, A GENIUS, TO BE IMPRESSED OVER AND OVER AGAIN AT THE STRIKING SIMILARITIES OF THE "INNOVATIONS IN HIGHER EDUCATION" WHICH ARE URGED AND "GOOD PUBLIC LIBRARY SERVICES" AS I IDEALLY DEFINE THEM.

TO BUILD A PHILOSOPHY AROUND THE INDIVIDUAL, HIS OPTIONS, HIS PLACE, HIS INTERESTS IN HIS TERMS, FREE OF TIME AND SPACE--THAT IS FANTASTIC FOR HIGHER EDUCATION AND IT HAS BEEN SO FOR THE PUBLIC LIBRARY SINCE

ALVIN JOHNSON LABELLED IT "THE PEOPLE'S UNIVERSITY".

WHO, ONE SHOULD ASK, IS THE INDIVIDUAL AROUND WHOM LIFE LONG LEARNING IS CONCENTRATED? THE LEARNER PROFILE, BASED ON THE ANALYSIS OF DATA COLLECTED ON 81 INDEPENDENT LEARNERS IN THE ATLANTA PROGRAM IS AS FOLLOWS: THE FEMALE LEARNER IS BETWEEN 24-44, WITH SOME COLLEGE EDUCATION, A HOMEMAKER OR OTHER WHITE COLLAR WORKER, RESIDENT OF A LIBRARY SERVICE AREA, HEAVY LIBRARY USER WITH A LIBRARY CARD, STUDIES FOR PERSONAL DEVELOPMENT OR EDUCATIONAL CREDIT IN THE AREA OF THE HUMANITIES, USES BOOKS, STUDIES AT HOME, AND COMES TO THE LIBRARY IN PERSON. THE TYPICAL MALE LEARNER IS 25-34, POSSESSES A BACCALAUREATE DEGREE, HOLDS A PROFESSIONAL POSITION , IS A RESIDENT OF LIBRARY SERVICE AREA, MODERATE LIBRARY USER WITH A LIBRARY CARD, STUDIES FOR PERSONAL DEVELOPMENT OR JOB CHANGE IN THE AREA OF THE HUMANITIES OR PURE AND APPLIED SCIENCES, USES BOOKS, STUDIES AT HOME, AND CONTACTS THE LIBRARY IN PERSON. ADDITIONAL DATA SUPPORTS THIS PROFILE.

BASED ON THE RESEARCH BY CARP AND OTHERS FOR THE COMMISSION ON NON-TRADITIONAL STUDY; MEDSKER'S STUDY FOR THE CENTER ON RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION AT BERKELEY; AND INTERVIEWS

WITH THE EDUCATORS INVOLVED IN THE MIAMI-DADE COMMUNITY COLLEGE PROGRAMS, AMONG OTHERS, IT IS POSSIBLE TO PROFILE MORE GENERALLY, THE LEARNER AND TO SPECULATE AS TO THE NUMBERS OF LEARNERS.

THE CARP STUDY FOUND THAT THERE WERE 32 MILLION ADULTS INVOLVED IN A LEARNING EXPERIENCE WITH 80 MILLION MORE DESIROUS OF BEING INVOLVED. LEARNERS AND WOULD-BE LEARNERS CITED FINANCE AS THEIR CHIEF OBSTACLE AND MENTIONED BOOKS AND OTHER LEARNING MATERIALS, CHILD CARE, TRANSPORTATION, AND TUITION AS IMPORTANT COSTS.

ALL SOURCES MENTIONED ABOVE AND OTHERS CONCLUDE THAT THE ADULT LEARNER IS LIKELY TO BE CAUCASIAN, OVER THIRTY YEARS OF AGE, WITH PREVIOUS COLLEGE EXPERIENCE. THE MAJORITY ARE MARRIED, HAVE CHILDREN AND WORK. THEY ARE EQUALLY DIVIDED MALE AND FEMALE AND ARE LIKELY TO BE IN THE OCCUPATIONAL CATEGORIES OF PROFESSIONAL, TECHNICAL OR MANAGERIAL.

THE ADULT LEARNERS HAVE CLEAR-CUT OBJECTIVES FOR VOCATIONAL SKILLS, PERSONAL ENRICHMENT THROUGH LEARNING, A HOBBY OR BEING A BETTER CITIZEN.

THEY DESIRE SOME FORM OF OFFICIAL RECOGNITION BUT COLLEGE CREDIT IS OF SECONDARY IMPORTANCE.

STUDENTS IN MEDSKER'S STUDY RATED THEMSELVES ABOVE AVERAGE IN DRIVE TO ACHIEVE, INDEPENDENCE, PERSISTENCE, SELF-MOTIVATION, LEADERSHIP AND SELF- CONFIDENCE.

YET, THE PROFILE IS NOT AS CLEAR CUT AND CONSISTENT AS ONE WOULD LIKE TO BELIEVE. A FLORIDA STUDY POINTED TO THE NUMBER OF HOMEMAKERS, BLUE COLLAR WORKERS, AND UNEMPLOYED PERSONS NOTICABLY INCREASING THEIR PARTICIPATION IN LIFE-LONG LEARNING PROGRAMS. THEIR LEVEL OF EDUCATION IS LOWER AND CREDENTIALING IS AN IMPORTANT ASPECT. THE CREDENTIALING ISSUE IS ONE WHICH, CONTRARY TO CONCERNS OF LEARNERS, IS A VERY REAL ISSUE TO THE BROKERS, SUPPLIERS OR FACILITATORS OF LEARNING EXPERIENCES.

AT THIS JUNCTURE, THERE SEEM TO BE A SERIOUS DICHOTOMY ON TWO LEVELS. THE FIRST IS THE DEFINITION OF THE LEARNER TO BE SERVICED, AND SECOND, IS WHETHER OR NOT FORMAL, TRADITIONAL COLLEGE CREDIT IS EITHER DESIRED AND/OR TO BE GRANTED. THIS ILLUSTRATES ONE OF DRUCKER'S POINTS WHICH I MENTIONED EARLIER. THAT IS, TO SUCCEED, SERVICE

INSTITUTIONS MUST WORK OUT THE BALANCE OF DIFFERENT AND PERHAPS CONFLICTING DEFINITIONS. THE BEST SOLUTION, QUITE SIMPLY--- FOR SOLUTIONS ARE ALWAYS MORE EASILY STATED THAN ACCOMPLISHED--IS A COOPERATIVE EFFORT BY THE PUBLIC LIBRARIES, COMMUNITY COLLEGES, AND OTHER ELEMENTS OF HIGHER EDUCATION. THE LIBRARIES CAN SERVE ALL CLIENTELES, REFER EDUCATIONALLY ADVANCED OR SPECIAL STUDENTS TO SPECIFIC COURSES, WHILE THE COMMUNITY COLLEGES WILL BE IN A POSITION TO, IF AND WHEN NECESSARY, CERTIFY THE LEARNING EXPERIENCES AND GRANT APPROPRIATE CREDITS, DEGREES, OR CERTIFICATES. MY RESEARCH INTO WHO USES CLEP AS AN EXAMPLE, AND WHAT THEY DESIRE STRONGLY INDICATES A NEED FOR A CENTRAL INFORMATION CLEARNING HOUSE FOR EDUCATIONAL OPTIONS IN AN INSTITUTION SUCH AS A PUBLIC LIBRARY.

THE LIBRARY RESOURCES AND SERVICES OF AMERICA ARE MOVING AT A BRISK PACE TOWARD BECOMING A PUBLIC UTILITY NETWORK WITH OPEN ACCESS TO ALL. AS MORRIS KEETON POINTED OUT "WITH HUMAN AND TECHNICAL RESOURCES, THE CAPACITY OF LIKE NETWORKS TO SATISFY GROWING DEMAND IS BECOMING MORE DIFFICULT AND EXPENSIVE. SINCE WE SEEM TO BE APPROACHING THE LIMITS OF WHAT TUITION PAYERS AND TAXPAYERS CAN

AFFORD FOR LEARNING, WE WILL HAVE TO DEVELOP WAYS THAT AVOID SUBSTANTIAL RISES IN COST". (KEETON, 1974, 105). THE MOST ECONOMICAL NETWORKS ARE NOT THOSE OF LIKE INSTITUTIONS, BUT NETWORKS OF UNLIKE ONES WITH COMPLEMENTARY NEEDS.

ONE CANNOT DISCUSS THE CONCEPT OF FLEXIBLE LEARNING WITHOUT RECOGNIZING THE ROLE OF THE COMMUNITY COLLEGE. ITS VERY NAME SUGGESTS THE MISSION OF THE COLLEGE. HISTORICALLY THE COMMUNITY OR JUNIOR COLLEGE SERVED A THREE-FOLD PURPOSE. IT OFFERED TRAINING AND SKILLS IN OCCUPATIONAL AREAS AND SERVED AS A LESS EXPENSIVE STEPPING STONE TO A COLLEGE DEGREE AND IN SOME CASES A FINISHING SCHOOL FOR YOUNG LADIES. AMERICAN SOCIETY, FORTUNATELY, HAS COME A LONG WAY FROM THE FINISHING SCHOOL SYNDROME. NONETHELESS, IN ITS DAY IT DID SERVE A PURPOSE.

THE INSTRUCTORS AND ADMINISTRATORS OF THESE COLLEGES REALIZED THE NEED FOR "HANDS ON" EXPERIENCE AND NEVER SHIED AWAY FROM INTERNSHIPS AND KNEW THE VALUE OF SHOPS AND WORKROOMS. MANY COMMUNITY COLLEGE STUDENTS WORKED, THEREFORE, MANY CLASSES MET IN THE EVENING.

IN MANY RESPECTS, THESE PROGRAMS BECAME A MORE SOPHISTICATED EXTENSION OF THE ADULT EDUCATION MOVEMENT. DURING THIS PROCESS, THE COMMUNITY COLLEGES STILL MANAGED TO MEET THE NEEDS OF THEIR OTHER CLIENTELE--THOSE WHO WISHED TO MOVE ON TO COMPLETE A BACCALAUREATE DEGREE. THE COLLEGES OFFERED EXTENSIVE PROGRAMS IN THE HUMANITIES, THE ARTS, THE HARD AND SOCIAL SCIENCES. COMMUNITY COLLEGES EARLY ON RECOGNIZED THEIR FUNCTION AND MISSION AND SET THE PRIORITIES NECESSARY TO ACHIEVE THEM. THEY ARE PRESENTLY LIGHT YEARS AHEAD OF THE LARGE UNIVERSITIES AND MULTI-VERSITIES IN THE USE BEING MADE OF EDUCATIONAL TECHNOLOGY AND NON-PRINT-MEDIA.

TODAY THE DEMANDS WHICH AMERICAN SOCIETY MAKES ON ALL ITS EDUCATIONAL INSTITUTIONS ARE FAST CHANGING. A GOOD BAROMETER INDICATING THE DIRECTION OF HIGHER EDUCATION IS THE THEME FOR THE AMERICAN ASSOCIATION FOR HIGHER EDUCATION'S ANNUAL MEETING. IN 1973 THE ISSUES CENTERED ON "THE FUTURE IN THE MAKING". THE FOLLOWING YEAR, 1974, THE CONFERENCE ADDRESSED THE ISSUE OF "LIFE LONG LEARNERS - A NEW CLIENTELE FOR HIGHER EDUCATION". IN 1975 "LEARNER CENTERED REFORM " WAS THE CENTRAL ISSUE. THIS TREND CONTINUED IN 1976 WITH

THE THEME "INDIVIDUALIZING THE SYSTEM" AND THIS YEAR, JUST LAST MONTH HERE IN CHICAGO, THE ASSOCIATION DIRECTED ITS ATTENTION TO THE WORLD OF WORK AND HIGHER EDUCATION. WE SEE, READ, AND EXPERIENCE THIS NEW DIRECTION OF HIGHER EDUCATION, BUT ARE WE, AS EDUCATORS, ADEQUATELY MEETING THESE NEEDS? AS PETER DRUCKER WARNED, IF PUBLIC SERVICE INSTITUTIONS ARE TO FUNCTION ADEQUATELY AND TO FLOURISH THEY MUST AUDIT THEIR OBJECTIVES AND RESULTS TO DETERMINE WHICH ARE NO LONGER VIABLE OR ARE UNATTAINABLE. THE COMMUNITY COLLEGE MOVEMENT RECOGNIZED THAT THE FINISHING SCHOOL WAS NO LONGER VIABLE AND WISELY THEY PHASED THEM OUT OR REDESIGNED THEM. ALL ACROSS THE SPECTRUM, HIGHER EDUCATION NEEDS FURTHER ACCESSMENT AND ACTION AS TO ITS PURPOSE.

MEETING THE NEEDS OF THE LIFE-LONG LEARNER IS NECESSARY AND ESSENTIAL YET IT MAY FALL UNDER THE CATEGORY OF UNATTAINABLE OBJECTIVES. NO INSTITUTION IN THESE DAYS OF ESCALATING COSTS AND CONFLICTING AND CONFUSING DEMANDS FOR SERVICE CAN BE ALL THINGS TO ALL PEOPLE. AFTER ALL, AS WE MENTIONED EARLIER, THERE EXISTS CERTAIN SEEMING DICHOTOMIES IN THIS AREA. THE FIRST LIES WITH DEFINING THE LEARNER.

ON THE ONE HAND THERE ARE THE SELF-MOTIVATED, AGGRESSIVE, REASONABLY EDUCATED WHO WANT ENRICHMENT OR IMPROVED PROFESSIONAL SKILLS PROGRAMS. ON THE OPPOSITE END OF THE SPECTRUM ARE THE SEMI-LITERATE WHO NEED HELP, MOTIVATION AND REMEDIATION. THE FIRST GROUP PROFITS GREATLY WITH LEARNING CONTRACTS AND SELF-DIRECTED STUDY. THE LATTER GROUP COULD PROBABLY NOT EVEN DEFINE THOSE TERMS. ANOTHER DICHOTOMY IS OVER CREDENTIALING. SURVEY RESEARCH DATA INDICATES THAT FOR THE MOST PART, PARTICIPANTS IN LIFE-LONG LEARNING PROGRAMS INVOLVE THEMSELVES FOR SELF-IMPROVEMENT, NOT DEGREE CREDITS. YET THE MAJORITY OF THE LITERATURE ON LIFE-LONG LEARNING FROM THE INSTITUTIONAL SIDE ALWAYS RAISES THE ISSUE OF STANDARDS FOR CREDITING CERTAIN EXPERIENCES. ADDED TO THESE QUESTIONS IS THE VERY REAL AND MEASURABLE ISSUE OF FINANCES. EDUCATIONAL SERVICES ARE VERY EXPENSIVE AND DO NOT AT THIS TIME, HOLD THE NUMBER ONE PRIORTY FOR FUNDING.

I THINK ONE PART OF THE SOLUTION TO THESE CONFLICTING NEEDS IS THE COOPERATION OF TWO INSTITUTIONS OR IN KEETON'S WORDS, TWO NETWORKS WITH DIFFERENT MISSIONS IN PUBLIC SERVICE. THE ANSWER LIES,

I BELIEVE, IN CLOSELY COORDINATED COOPERATION BETWEEN THE PUBLIC LIBRARY AND THE MORE FORMAL EDUCATIONAL STRUCTURE. A BRIEF SKETCH OF THE INDEPENDENT LEARNING PROJECT WHICH WE PIONEERD AT THE ATLANTA PUBLIC LIBRARY IN THE DIRECT DELIVERY OF LEARNING SERVICES IN A SEQUENTIAL FASHION. SUPPORTS THIS THESIS. THE OFFICE OF LIBRARY INDEPENDENT STUDY AND GUIDANCE PROJECTS IN NEW YORK CITY, COORDINATED THE PROJECT FOR ITS SPONSOR THE COLLEGE ENTRANCE EXAMINATION BOARD.

WE IN ATLANTA STATED OUR GOALS AS FOLLOWS: THE LIBRARY SHALL SERVE AS THE COMMUNITY CENTER FOR ASSISTING, FACILITATING, AND ENCOURAGING ADULT INDEPENDENT LEARNERS IN MEETING THEIR INFORMATIONAL NEEDS IN THE AREAS OF CAREER AWARENESS, AND SUBJECT INTEREST DEVELOPMENT. THIS LIBRARY SERVICE IS DIRECTED TOWARD THOSE PERSONS WHO WANT TO TAKE PART IN UNSTRUCTURED, SELF-DIRECTED LEARNING PROJECTS. IN THIS PROGRAM PROFESSIONAL LIBRARIANS GAVE ASSISTANCE AND GUIDANCE TO ANYONE WANTING TO STUDY A PARTICULAR SUBJECT OR VOCATIONAL SKILL. THE LIBRARIANS' RESPONSIBILITY WAS TO PROVIDE MATERIALS, THAT IS, BOOKS, FILMS, CASSETTES, AND THE LIKE RELATED TO THE LEARNER'S AREA OF INTEREST. IN CASES WHERE IT APPEARED DESIRABLE, THE LEARNER

WAS REFERRED TO ONE OF THE SEVERAL FORMAL EDUCATIONAL PROGRAMS IN THE METROPOLITAN AREA WHICH WERE ARRAYED IN AN EDUCATIONAL OPTIONS FILE, WHICH WAS BEING CONSTRUCTED THROUGHOUT THE EXISTANCE OF THE PROJECT. WE IN THE ATLANTA PUBLIC LIBRARY RECOGNIZED THAT THE PROGRAM WOULD MOVE THE LIBRARY BEYOND NORMAL REFERENCE SERVICES TOWARD A ONE-TO-ONE, SEQUENTIAL INTERACTION BETWEEN THE LEARNER AND THE LEARNER'S ADVISOR (LIBRARIAN). TO PREPARE FOR THIS ROLE, THE LIBRARIANS RECEIVED TRAINING BY THE CEEB NATIONAL OFFICE IN COUNSELING, INTERVIEWING, DECISION MAKING, AND EDUCATIONAL PLANNING. ADDITIONALLY, RETRAINING WAS PROVIDED IN SELECTION AND REFERENCE WORK.

WE FIRST OFFERED THE INDEPENDENT LEARNING PROGRAM, REFFERED TO AS ILP, AT THE ATLANT PUBLIC LIBRARY ON SEPTEMBER 16, 1974. ONLY NOW, AS I LOOK BACK, DOES THE TRADITIONAL SCHOOL STARTING DATE OF SEPTEMBER STRIKE ME. I SUPPOSE UNCONSCIOUSLY OR OTHERWISE, VESTIGES OF TRADITION ALWAYS REMAIN--WHICH, I MIGHT ADD, IS PROBABLY HEALTHY. THIS PILOT PHASE RAN UNTIL DECEMBER 16, 1974. DURING THIS PERIOD ALL ILP SERVICES WERE OFFERED THROUGH AN ILP OFFICE, ESTABLISHED IN THE READERS SERVICES DEPARTMENT OF THE CENTRAL LIBRARY. LIBRARIANS WHO HAD PARTICIPATED IN THE TRAINING PROGRAM INCLUDED TWENTY BRANCH

LIBRARIES AND CENTRAL DEPARTMENTAL REPRESENTATIVES, ALL OF WHOM VOLUNTEERED FOR THE PROGRAM. THE EXPANSION PHASE OF THE PROGRAM BEGAN IN FEBRUARY 1975 AND RAN UNTIL JUNE 1975. BY THE END OF THE EXPANSION PHASE THE SERVICE WAS BEING OFFERED THROUGH TWENTY-SIX BRANCHES AND ALL DEPARTMENTS OF THE CENTRAL LIBRARY. ALL OF THE LEARNER ADVISORS HELD A MASTER'S DEGREE IN LIBRARY SCIENCE AND ALL HAD PARTICIPATED IN THE TRAINING PROGRAM. THE INDEPENDENT LEARNERS INVOLVED IN THIS PROJECT NUMBERED 132.

AFTER THE SIX MONTH PERIOD WE ADMINISTERED A QUESTIONNAIRE TO DETERMINE THE LEVELS OF SATISFACTION AMONG THE LEARNERS AND LEARNER ADVISORS. THE QUESTIONNAIRE EXPLORED LEVELS OF SATISFACTION, DEGREE OF COMFORT, AVAILABILITY OF MATERIALS, AND APPROPRIATENESS OF PHYSICAL FACILITIES. THE ANALYSIS OF THE DATA INDICATED THAT LEARNERS EXPRESSED HIGH SATISFACTION WITH THE PROGRAM WHILE THE LEARNER ADVISORS WERE MORE CAUTIOUS IN THEIR PRAISE. PERHAPS THE LIBRARIANS, REALIZING THE VAST EXTENT OF POSSIBLE SERVICES, WERE MORE CRITICAL IN THEIR EVALUATION.

A COROLLARY TO THIS MAY BE THE FINDINGS ON THE DEGREE OF COMFORT. THE LEARNERS FELT VERY COMFORTABLE IN THIS PROGRAM, WHILE THE LEARNER ADVISORS EXPRESSED SOME UNEASINESS IN THEIR NEW ROLES. THIS MAY BE RELATED TO THEIR SOMEWHAT CRITICAL VIEW OF THE PROGRAM OR IT MAY INDICATE LIBRARIANS ARE NOT COMPLETELY READY FOR THIS NEW ROLE OF LEARNING FACILITATOR. FOR THE MOST PART, THE LIBRARY CONTAINED ADEQUATE MATERIALS FOR THE PROGRAM, YET THE PHYSICAL FACILITIES WERE LACKING. THE DISSATISFACTION WITH THE FACILITIES IS NO DOUBT RELATED TO THE TRADITIONAL VIEW OF WHAT A STUDY ROOM, COUNSELLING ROOM, SHOULD RESEMBLE. YET, WE MUST RECOGNIZE THAT EFFECTIVE ONE-TO-ONE EDUCATIONAL EXPERIENCES DO REQUIRE DIFFERENT SPACIAL ARRANGEMENTS AND A GOOD DEGREE OF PRIVACY. FOR WE ALL, I AM SURE, HAVE EXPERIENCED THE FRUSTRATION OF INTERRUPTIONS WHILE ATTEMPTING TO ASSIST LEARNERS IN A NEW PROJECT.

THIS PROJECT DEMONSTRATED THAT THERE EXISTS A DEMAND FOR THE EXPANSION OF THE LIBRARY'S ROLE AND THIS IS REFLECTED IN THE DAY-TO-DAY USE ALREADY MADE OF THE LIBRARY . WE MEASURED PUBLIC

OPINION TOWARD THE PUBLIC LIBRARY AS AN EFFECTIVE LEARNING EXPEDIENT AND THE RESULTS ARE COMPELLING TOWARD NEW EDUCATIONAL ROLES. FURTHERMORE, POPULAR SUPPORT OF THE PUBLIC LIBRARY AS A CENTER FOR INDEPENDENT LEARNING IS EVEN MORE DRAMATIC IN THOSE AREAS WHERE PROGRAMS IN SUPPORT OF INDEPENDENT LEARNING ARE ALREADY DEVELOPING. IT APPEARS THAT THE NEED FOR THE LIBRARY AS A LEARNING FACILITATOR EXISTS AND THAT WHAT REMAINS IS FOR THE NEED TO BE FILLED.

THE QUESTION IS, HOWEVER, HOW CAN THE LIBRARY RESPOND GIVEN ITS PRESENT CAPACITY AND POSTURE? THE INDEPENDENT LEARNING PROJECT AT THE ATLANTA PUBLIC LIBRARY OFFERS EVIDENCE THAT A PUBLIC LIBRARY CAN OFFER VALUABLE AND HIGHLY ACCEPTABLE SUPPORT TO THE ADULT LEARNER. LEARNER EVALUATION OF THE PROGRAM REVEALED OVERALL SATISFACTION WITH THE ENTIRE PROJECT, FEELINGS OF CONGENIALITY TOWARD LEARNER ADVISORS, AND POSITIVE ATTITUDES TOWARD THE AVAILABILITY OF MATERIALS AND THEIR UTILITY. THIS ATLANTA EXPERIMENT ILLUSTRATES THAT IT IS POSSIBLE, EVEN WITHIN TRADITIONAL STRUCTURES AND WITHOUT A GREAT INFUSION OF NEW RESOURCES, TO OFFER EFFECTIVE LEARNING SERVICES THROUGH THE PUBLIC LIBRARY.

MY OWN RESEARCH INDICATED THAT THE NON-TRADITIONAL LEARNER USES THE PUBLIC LIBRARY OVER ALL OTHER SOURCES AND ENVISIONS A MORE HELPFUL ROLE BY THE LIBRARY IN PUBLICIZING THE AVAILABILITY OF PROGRAMS, COUNSELLING AND TUTORIALS. YET LIBRARY DIRECTORS SURVEYED ARE INDIFFERENT TO THIS NEED. THE LIBRARIES HAVE GIVEN LIP SERVICE TO THE PROVISION OF NEWER FORMS OF COMMUNICATION, FOR EXAMPLE, WHILE HOLDING FAST TO THE PRINTED BOOK AS THE STAPLE. CERTAINLY POLICIES OF LIBRARIES AND ALLOCATION OF MATERIALS MUST BE REVIEWED TOWARD THE POSSIBLE END THAT ANNUAL FUNDS WHICH ARE COMMITTED TO MATERIALS AND EQUIPMENT MIGHT BE DIVIDED ON A MORE REALISTIC RATIO BETWEEN PRINT AND NON-PRINT MATERIALS. AT A TIME WHEN THE LITERATURE AND RESEARCH AMPLY DOCUMENT THE FACT THAT LEARNERS ARE DEMANDING AND GETTING MORE FLEXIBLE OPTIONS, PUBLIC LIBRARIES EXHIBIT LITTLE INNOVATIVE ACTIVITY IN THE DIRECTION OF SUPPORT.

IT IS CLEAR THAT THE MINIMUM SERVICES TO BE OFFERED BY THE PUBLIC LIBRARY IN SUPPORT OF LIFE-LONG LEARNING SHOULD HAVE SEVERAL FACILITATING COMPONENTS. IT IS ALSO FAIRLY OBVIOUS THAT SEVERAL COMPONENTS FOR MAXIMIZING LEARNING OPPORTUNITIES PROPERLY BELONG

IN THE PUBLIC LIBRARY BY ITS OFTEN STATED PHILOSOPHY OF BEING A COMMUNITY INFORMATION CENTER, SUPPORTER OF EDUCATION, AND ACCESSIBLE TO ALL. THESE COMPONENTS INCLUDE: (1) AN INFORMATION AND REFERRAL FILE ON EDUCATIONAL OPTIONS, (2) A RESOURCES BANK OF PRINT AND NON-PRINT MATERIALS, (3) A NETWORK OF ADJUNCT COUNSELLING AND PERSONAL GUIDANCE, (4) A SYSTEM OF LINKAGES TO OTHER COMPONENTS OF EDUCATIONAL DELIVERY, INCLUDING ADMISSIONS OFFICES, TESTING AND EVALUATION, CREDIT EVALUATION AND ASSESSMENT. AT THIS JUNCTURE, I MIGHT ADD THE COMFORTING THOUGHT THAT I DO NOT STAND ALONE ON THIS TOPIC. DR. CHARLES WEDEMEYER, THE CREATIVE FORCE BEHIND THE BRITISH OPEN UNIVERSITY AND THE DESIGNER OF THE ARTICULATED INSTRUCTIONAL MEDIA PROGRAM OF THE UNIVERSITY OF WISCONSIN, CONSIDERS THE PRESENT PUBLIC LIBRARY AS A TOTAL COMMUNICATIONS AGENCY--ACCESSIBLE TO ALL. PERHAPS IT MAY BE THE ONLY VIABLE INSTITUTION FOR EXTERNAL DEGREE ACTIVITIES. THE LIBRARY IS NOT A COMPETITOR FOR STUDENTS AND IS VIEWED BY MANY PEOPLE AS BEING THE LEAST THREATENING AND MOST OPEN OF OUR INSTITUTIONS FOR LEARNING.

LIBRARIES, ESPECIALLY THE FINE URBAN CENTRAL LIBRARIES, ARE SUFFERING FROM LACK OF FUNDS. THE SAME HOLDS TRUE FOR THE COMMUNITY COLLEGES. IN ADDITION, LIBRARIES SUFFER FROM UNRESPONSIVENESS WHICH MAY BE PROPORTIONALLY RELATED TO DEFEATS OF BOND ISSUES AND OPERATING SUPPORT. JUST LAST WEEK THE NEW YORK TIMES RAN A STORY ON THE DECLINE AND IRRELEVANCY OF THE LOS ANGELES PUBLIC LIBRARY, ONCE THE CENTER OF THE CITY. A NEW DEFINITION OF PUBLIC INFORMATION SERVICE TO INCLUDE THE CONCEPT OF EXTENDING OUR CAPABILITIES TO REACH AND ASSIST LIFE-LONG LEARNERS COULD PROVIDE A RELEVANCY WHICH IS DESPARATELY NEEDED IN OUR LIBRARIES.

IF WE WISH TO MOLD OUR CULTURE AND ENVIRONMENT BY PROVIDING A BROADLY DEFINED EDUCATIONAL EXPERIENCE FOR ANY AND ALL WHO SO DESIRE IT, THEN WE MUST PERSUE VIGOROUSLY, COOPERATION AND NON-DUPLICATION WHERE POSSIBLE AMONG PUBLIC LIBRARIES, COMMUNITY COLLEGES AND OTHER ELEMENTS OF HIGHER EDUCATION. A FEW YEARS AGO IT WOULD HAVE BEEN UNTHINKABLE TO HEAR THAT COLLEGES, LIBRARIES AND UNIVERSITIES HAD BEEN FORCED INTO BANKRUPTCY AND WERE CLOSED. TODAY, IT NO LONGER GIVES US MUCH PAUSE.

THOSE ELEMENTS WHICH ARE WORTH SAVING MUST BE SAVED AT THE SAME TIME THAT THEY ARE FORCED INTO COOPERATION, SHARING AND JOINT SERVICE. THE DAY THAT TWO GREAT LIBRARIES MIGHT SURVIVE TEN BLOCKS APART AND FLOURISH IS GONE. THE SAME IS TRUE OF OTHER FAMILIAR SINS.

IN CLOSING, I AM STRUCK BY A POEM FROM THE BOOK OF HOURS BY RAINER MARIA RILKE:

> BETWEEN US THERE IS BUT A NARROW WALL,
> AND BY SHEER CHANCE; FOR IT WOULD TAKE
> MERELY A CALL FROM YOUR LIPS OR FROM MINE
> TO BREAK IT DOWN,
> AND THAT WITHOUT A SOUND.